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ABSTRACT

This booklet, the third in a series of four, provides examples of career education legislation that has been enacted in twenty-one states. The legislation, grouped into categories, is presented in four sections, as follows: (1) appropriations and resolutions, (2) supporting legislation, (3) implementation legislation, and (4) education reform legislation. The last section contains brief state-by-state narrative accounts of enacted career education legislation. The states covered are Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Florida, Georgia, Hawaii, Indiana, Iowa, Kansas, Kentucky, Louisiana, Michigan, Mississippi, New Jersey, Ohio, Utah, Virginia, and Washington. (EM)

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ED 166544

An Overview of State Career Education Laws

Report No. 119

Education Commission of the States
Denver, Colorado

Warren G. Hill, Executive Director

January 1979

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972, Public Law 92-318, states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Therefore, career education projects supported under Sections 402 and 406 of the Education Amendments of 1974, like every program or activity receiving financial assistance from the U.S. Department of Health, Education and Welfare, must be operated in compliance with these laws.

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Introduction

One of the most useful tools, when new legislation is being contemplated in a given state, is a collection of similar legislation that has been enacted by other states. Although the details may be inappropriate, the approach and many of the individual provisions may be well suited to the needs of a state on the verge of legislating a new program.

In recent years state legislatures have enacted a number of new laws in the area of career education and a number of others are considering such action. Existing laws contain a wide range of approaches, from fairly limited resolutions to fully developed career education legislation. In some states, career education has also been integrated into legislation that is concerned with educational reform.

As an aid to individuals who are currently reviewing approaches to developing state career education legislation, existing legislation has been compiled and is included in this volume. It is designed to serve as a companion report to ECS Report No. 118, *Legislating for Career Education: A Handbook for State Policy Makers*. The two reports provide both a guide to developing career education legislation (Report No. 118) and the examples of legislation that have already been enacted in 21 states (included in this report).

These two reports have been developed with the guidance and assistance of a national Task Force on Career Education chaired by Governor George Busbee of Georgia. The twelve members of the Task Force are nationally recognized leaders in career education from the business/industry and labor communities as well as representatives of education and government. It is the intention of the task force, through the publication of these two reports, to assist interested individuals in preparing career education legislation that is appropriate to their needs and circumstances.

For further information and assistance in the development of career education legislation, contact Carol Andersen, Legislative Analyst, Career Education Project, at the ECS address. The staff of the project, as well as the individual members of the task force, are available to provide additional information and assistance upon request.

Before turning to the state legislation included here, a few words are in order on the content and organization of this report. After contacting state education agencies and legislative reference

bureaus across the country, an extensive collection of career education and related legislation was obtained and classified. These enactments were concerned with a wide range of issues that have a direct effect on career education — for example, youth employment; vocational education, alternative education, etc. — as well as with career education itself. It was not feasible to include all of the legislation received in a single report and, therefore, only those that were directly concerned with career education are included here.

The fact that the legislation in this report is limited to career education, however, does not mean that there is a common approach to be found in them or, for that matter, agreement about what career education is or what it should accomplish. Certainly, there is no way to assess whether a given law has been effective in providing for career education implementation without undertaking additional research. The laws included here, then, simply illustrate how different states have developed legislation for career education, providing alternative examples that may be of interest to others.

The legislation has been grouped into categories which include:

- appropriations resolutions — typically indicate the support of the legislature for a given program or concept, but provide only general information, if any, on how the program should be implemented. Actual program implementation is left largely to the discretion of the administering agency and is often optional.
- supportive legislation — simply creates the structures or mechanisms that further ongoing or prospective implementation activities at the local level (e.g. career education resource centers).
- implementation legislation — provides for program implementation. Although varying degrees of discretion are left to the administering agency, sufficient structure, program content and funds are provided by the legislature to assure that the program will be implemented in a predictable way.
- education reform legislation — is legislation in which career education is viewed as an agent of educational reform.

The last chapter of the report contains state-by-state accounts of career education legislation so that the reader may quickly review which states have career education legislation and, in summary form, what the nature of that legislation is.

Finally, the report is indexed topically to enable the reader to locate legislative provisions dealing with "postsecondary education," "inservice education," etc. with margin notations to permit

easy reference. Also, the agencies or groups or individuals referred to in individual legislative provisions are indicated in the margin to indicate who is involved, or assigned responsibility in the provision (e.g., state board of education, state education agency, etc.).

In the coming legislative session (the 1978-79 session), a number of states will be reviewing legislative proposals for career education; in other states prospective career education legislation is being discussed and will be drafted for introduction in the following session. The staff of the ECS Career Education Project will be monitoring those efforts with the intention of revising this report in 1979. Readers are encouraged to forward to the project any information that may be available to them on the status of career education legislation in their state.

Appropriations and Resolutions

In most states, a program such as career education is initially the responsibility of someone who is concerned with "program development," or "curriculum," or in some other position that encompasses a variety of program areas. Typically, little in the way of **personnel or physical resources** are available to respond to questions about the program or to provide needed assistance to those districts that are interested in implementing it. Consequently, if the program becomes a priority area, it is common for the state education agency to include in its annual budget a "line item" to obtain funding for it. When the legislature approves such funding, it does indicate legislative support and a responsiveness to the needs of local school districts.

Line item appropriations are often viewed as a rather limited form of legislative support, but that is not necessarily the case. For example, in Alabama a very extensive state effort has been undertaken in career education with the backing of the legislature through a line item appropriation. Similarly, career education is funded in Ohio and Arkansas by line item appropriation, and there may well be a number of other states that have taken the same approach.

Similarly, the enactment of "resolutions," are often viewed as a very limited type of legislative support for a given program area. However, for those who have undertaken or been assigned responsibility for implementation activities, a resolution can be an important crutch in terms of legitimizing their efforts. Directives to the state education agency and/or other state agencies may greatly stimulate increased activity in a given program area.

To date, four states have enacted resolutions or policy statements designed to strengthen career education efforts.

California

The Legislature hereby recognizes that it is the policy of the people of the state of California to provide an educational opportunity to the end that every student leaving school shall have the opportunity to be prepared to enter the world of work; that every student who graduates from any state supported educational institution should have sufficient marketable skills for legitimate remunerative employment; that every qualified and eligible adult citizen shall be afforded an educational opportunity to become suitably employed in some remunerative field of employment, and that such opportunities are a right to be enjoyed without regard to race, creed, color, national origin, sex, or economic status.

Art. 7504, Ch. 1

State Career Education Laws

Hawaii

WHEREAS, career development or career education is the process of acquiring knowledge, skills, and attitudes which will enable an individual to take a productive and satisfying role in society; and

WHEREAS, the basic components essential for the achievement of career development, namely, self-realization, social relationships, civic responsibilities, and economic efficiency, are among the basic purposes and objectives of public education in Hawaii; and

WHEREAS, a conceptual framework for a career development curriculum formulated by the Department of Education in cooperation with the Education Research and Development Center of the University of Hawaii has received the endorsement of the State Board of Education; and

WHEREAS, prototype curriculum guides for lower education and higher education have been produced, leaders for conducting vocational exploration groups have been trained, and career development centers have been established; and

WHEREAS, the successful implementation of career development concepts in the curriculum of the public schools of the state of Hawaii requires that teachers of the Department of Education now and in the future be fully apprised of the goals, concepts, and methodology for integrating career development concepts in the curriculum of public schools now, therefore,

BE IT RESOLVED by the House of Representatives of the State of Hawaii, in conference with the Senate, in regular session, that the Department of Education of the State of Hawaii and the Department of Education be requested to support the implementation of career development in the public school system by developing and supporting a comprehensive teacher training program, and by holding congresses, workshops, seminars, and other similar activities to promote the integration of career development concepts in the curriculum of Hawaii's public schools; and

BE IT FURTHER RESOLVED that duly certified copies of this resolution be transmitted to the Chairman of the Board of Regents of the University of Hawaii, the Dean of the College of Education of the University of the Pacific, the Board of Education, and the Superintendent of Education.

H.R.S. 14-14

Indiana

A CONCURRENT RESOLUTION memorializing the Indiana Department of Public Instruction to establish a method for implementation of career education and planning programs in the schools.

WHEREAS, the President of the United States, Lyndon B. Johnson, by Public Law 85-923, Act of Congress entitled H.R. 10000, approved July 28, 1958, has provided a one-year period for the initiation of educational career education in the public schools; and

Now, therefore, be it enacted by the Senate and House of Representatives of the State of Indiana in session, that

the Indiana Department of Public Instruction be and it is the duty of the Indiana Department of Public Instruction to establish a method for implementation of career education and planning programs in the schools.

WHEREAS, over twenty states have already passed legislative acts to set guidelines for and to fund career education in their states; and

WHEREAS, national organizations such as the American Personnel and Guidance Association and the National Vocational Guidance Association have made commitments across the nation for increased emphasis in the area of career education and planning; and

WHEREAS, data collected from surveys in Indiana and across the nation has shown an apparent need by both students and parents for infusion of career education and planning into the entire educational system; and

WHEREAS, today's youth live in a highly complex society with many decisions and many different variables, there is a need for a process to learn better implementation of self in the world of work; and

WHEREAS, young people in the state of Indiana need to be made aware of the 35,000 job options available to them; and

WHEREAS, parents need to be educated as to what they can do to assist their children in choosing a meaningful career;

BE IT RESOLVED BY THE SENATE OF THE GENERAL ASSEMBLY OF THE STATE OF INDIANA, THE HOUSE OF REPRESENTATIVES CONCURRING:

Section 1. That the Indiana Department of Public Instruction be urged to establish a method for implementation of career education and planning programs in the schools. If possible, the Department shall prior to implementation:

- (1) Examine existing programs in other states;
- (2) Examine existing federal appropriations and programs;
- (3) Consult with the membership of the Education Committees of the General Assembly of the state of Indiana;
- (4) Consult with the membership of the House of Representative's Ways and Means Committee and the Senate's Finance Committee;
- (5) Consult with interested local organizations; and
- (6) Determine the fiscal impact for implementation of such a program.

Section 2. The Department of Public Instruction shall submit its method for implementation of career education and planning programs in the schools to the Legislative Council before the first regular session day of the General Assembly in 1979. The Department may submit interim reports to the Legislative Council at any time.

Senate Bill No. 43

local -
planning
implementation (K-12)
state -
planning
funding
federal
funding
public involvement
SEA
Legislature

state -
reporting
SEA
Legislature

Kansas

A Concurrent Resolution directing the state board of education to encourage, support and promote career education programs in Kansas school districts and directing the state board of regents to emphasize career awareness in teacher preparation programs.

Whereas, more than one-half of all youths in the United States who end their schooling each year have no salable skill or training with which to earn a living, and

Whereas, public school programs historically have been primarily college preparatory with only secondary and limited emphasis placed on vocational education and such programs have

implementation (K-12)
postsecondary -
teacher preparation
statement of purpose
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State Board

not responded to the needs of a great number of the youths who pass through the school system, and

Whereas, teacher training institutions generally have not placed significant emphasis on a career awareness component in teacher preparation programs, and

Whereas, public school programs, publicly supported vocational schools and state colleges and universities have not been able to keep pace in their educational programs with changing job requirements and labor market demands: Now, therefore,

BE IT RESOLVED BY THE SENATE OF THE STATE OF KANSAS, THE HOUSE OF REPRESENTATIVES CONCURRING THEREIN: That in recognition by the Legislature of the State of Kansas of the urgent need for incorporation into the public school system of the concepts of career education, including career awareness and career preparation and exploration, the state board of education is hereby directed to provide further leadership in the field of career education so that state goals and objectives can be implemented in the school districts of Kansas at the earliest practicable time. In recognition of the fact that the state board of education already has articulated statewide goals for career education and has cooperated in the operation of several individual career education projects, including inservice training sessions, the state board of education is further directed to prepare and submit to the 1975 legislature a proposed action program containing a detailed funding proposal designed as expeditiously as possible to make career education opportunities available to all students of Kansas school districts; encourage post-secondary institutions to incorporate into their teacher training programs effective career education preparation opportunities; prepare guidelines to assist school districts in planning and organizing career education programs; provide inservice and other programs as may be necessary to reorient teachers serving in the field; prepare, publish and otherwise disseminate materials for continuing education of school personnel; evaluate the effectiveness of school district career education programs; and provide such further state-level direction and leadership as will bring the full benefits of career education to the youth of this state. Be it further resolved: That the state board of regents is hereby directed to emphasize career awareness in teacher preparation programs in the institutions under their management.

Be it further resolved: That the secretary of state is hereby directed to transmit a copy of this resolution to the chairman of the state board of regents, the chairman of the state board of education and to the commissioner of education for duplication and transmittal to every school board member within the state of Kansas.

Senate Concurrent Resolution
No. 82 Session of 1974

implementation (K-12)
inservice training
state
planning
guidelines
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postsecondary
teacher preparation
State Board
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State Postsecondary
Agency
State Board
CSSO
LEAs

Supporting Legislation

Legislatures have, in the past few years, enacted a relatively large amount of legislation designed to strengthen and encourage local career education implementation efforts. These laws were too numerous to include in this report, but some examples are in order. Those chosen simply reflect the range of opportunities available to the legislature in providing limited, but significant, support for career education implementation.

California

Career Guidance Center

7467. Legislative Intent. The legislature hereby finds and declares that there exists in this state a serious need to increase the effectiveness of career development programs. For this purpose, the legislature intends that the one pilot California career guidance center, established pursuant to this chapter, shall serve as a regional guidance resource center, amply equipped with modern occupational measurement and career guidance materials and a professional resource staff. The department of education, in cooperation and consultation with the advisory committee established pursuant to Section 7467.4, shall provide state-level guidance and supervision to the career guidance pilot project.

7467.1 Application, pilot study. Application for establishment of a career guidance center may be made to the state board of education by any county superintendent of schools or of the governing board of any school district, either separately or jointly, upon forms provided by the state department of education. The board of education shall select one applicant to be designated as a pilot California career guidance center.

7467.2 Guidelines. Upon recommendation of the superintendent of public instruction, the state board of education shall adopt guidelines which shall include, but not be limited to, criteria for selection of an applicant pursuant to Section 7467.1, selection of project sites, fiscal accountability, and procedures relative to interagency contracting and overall project administration and evaluation.

7467.3 Department of education: advise and consult. In the implementation of this chapter, the department of education shall, on a regular basis, advise and consult with representatives of the Department of Human Resources Development, the office of the Chancellor of the California Community Colleges, the California Postsecondary Education Commission, The University of California, the Chancellor of the California State University and Colleges, the Commission for Teacher Preparation and Licensing, the Department of Industrial Relations, the Department of Consumer Affairs, the California Advisory Council on Vocational Education and Technical Training, and the State Personnel Board.

7467.4 Local advisory committee. The career guidance center shall appoint a local advisory committee composed of 11 members, at least seven of whom shall be representatives of business,

*statement of purpose
resource centers
state -
advisory council
SEA*

*applications for funds
State Board
SEA
LEA*

*state -
guidelines
interagency linkages
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procedures
CSSO
State Board*

*postsecondary
state -
interagency linkages
SEA*

*local -
advisory councils
interagency linkages
public involvement*

industry and labor, and the general public, and one a member of the local area vocational committee established pursuant to Article 10.4 (commencing with Section 6268) of Chapter 6 of this division, provided that such a vocational committee is operational in the area of the career guidance project site selected.

7467.5 Duties of local advisory committee. The local advisory committee shall:

- (a) Make annual formal findings and recommendations regarding the operation of the career guidance center and report thereon to the department of education.
- (b) Cooperate and consult with the department of education for the purposes provided in Section 7467. Members of the local advisory committee shall serve without compensation, but they shall receive actual and necessary traveling expenses in performing duties under this section.

local
advisory councils
reporting
SEA

7468. Powers of career guidance center. The career guidance center has such powers as are necessary to carry out the provisions of this chapter, in accordance with guidelines adopted by the state board of education including, but not limited to, contractual powers to employ staff and provide products and services pursuant to this chapter.

state
guidelines
local
administrative
procedures
State Board

7468.1 Program components. The career guidance center shall develop and maintain a program consisting of, but not limited to, the following components:

program components
inservice training

- (a) An inventory of career guidance measurement instruments for use in determining career aptitudes and interest.
- (b) An inventory of resource material relative to preparation of occupational competencies.
- (c) The development of techniques and practices for, and the conduction of, inservice training of staff in educational agencies implementing career development activities.
- (d) A system for collecting, coordinating, and distributing career information at the local, state, and national levels.
- (e) A basic set of functions for additional centers.

7468.2 Submission of an inventory of programs. On or before March 30, 1975, and annually thereafter, the career guidance center shall submit to the state board of education an inventory of programs, current and planned, as follows: (a) occupational and job analyses, (b) occupational and job performance testing and evaluation, both written and nonwritten, (c) costs of job training for classroom, on-the-job, and home-study programs, (d) work experience evaluation, especially in relation to occupational competencies, (e) quality control techniques and practices for conducting job-training programs, (f) personnel selection techniques, practices, and respective costs thereof, (g) administration and evaluation of occupational training advisory committees for entry, but not necessarily including, professional levels, and (h) proportion of employees and students enrolled in job-training programs at entry, but not necessarily including, professional levels.

reporting
needs assessment
State Board

7468.3 Evaluation. The department of education shall evaluate the career guidance center and submit a report to the legislature by the fifth calendar day of the 1975-1976 regular session of the legislature.

state
evaluation
reporting
SEA
Legislature

Ch. 14.1, Division 6

Connecticut

An Act Concerning the ~~Master~~ Plan for Vocational and Career Education

Be it enacted, by the Senate and House of Representatives in General Assembly convened:

Section 1. Subsection (a) of section 10-96a of the general statutes is repealed and the following is substituted in lieu thereof:

(a) The state board of education shall prepare, with the advice of the advisory council on vocational and career education, representatives of local and regional boards of education, state technical schools, regional community and technical colleges, labor, business and industry and any other individuals or groups said board shall deem appropriate, a five year master plan for career and vocational education and shall submit said plan to the governor and the general assembly on or before February 15, 1976. (Said master plan shall be revised biennially.) The state board of education shall revise said master plan on or before January 1, 1979, and biennially thereafter.

Section 2. This act shall take effect July 1, 1978.

Public Act No. 78-180

state
planning
advisory councils
reporting
interagency linkages
public involvement
State Board
Governor
Legislature

Florida

Student Services Programs

(1) This act shall be known and may be cited as the "Student Services Act."

(2) It is the intent of the legislature to articulate the function served by each of the components of a program of student services. It is further the intent of the legislature that each school district develop a plan for providing student services to all public school students in the district. This plan shall be designed to insure effective use of available resources and avoid unnecessary duplication.

(3) A "student services program" is defined as a coordinated effort which shall include, but not be limited to:

(a) Guidance services, which shall include, but not be limited to, the availability of individual and group counseling to all students; orientation programs for new students at each level of education and for transferring students; consultation with parents, faculty, and out-of-school agencies concerning student problems and needs; utilization of student records and files; supervision of standardized testing and interpretation of results; the following up of early school dropouts and graduates; a school-initiated system of parental involvement; an organized system of informational resources on which to base educational and vocational decision-making; and educational and job placement.

(b) Occupational and placement services, which shall include, but not be limited to, the dissemination of career education information, placement services and follow-up studies, and instruction in employability skills. The occupational and placement specialist shall serve as liaison between employers and the school.

Sec. 230.2313, Ch. 230*

statement of purpose

program components
public involvement
parent involvement

* The Student Services Act contains other provisions than those quoted here. They are not, however, directly concerned with career education and have not, therefore, been included.

Kansas

Interlocal Agreements — Educational Services

Interlocal agreements by boards to provide educational services; mandatory conditions. In the event the boards of education of any two or more school districts enter into agreements pursuant to resolutions adopted by each such board of education under the provisions of K.S.A. 1974 Supp. 12-2904, as amended, for the purpose of providing educational services, the following conditions shall apply:

- (a) Any such agreement shall specify that the separate legal entity established thereby shall be administered by a board of directors which shall be composed of at least one member from the board of education of each school district which enters into any such agreement. Each board of education shall appoint its representative or representatives to the board of directors. The terms of office of the members of the board of directors shall expire concurrently with their terms as board of education members. Vacancies in the membership of the board of directors shall be filled in the same manner as originally filled within thirty days from the date of the vacancy.
- (b) Any power or powers, privileges or authority exercised by the separate legal entity established under any such agreement which relate to educational services shall be limited to special education, vocational education, career education, media services, curriculum development, and in-service training for staff programs.
- (c) The duration of any such agreement for joint or cooperative action in providing special education services or vocational education services shall be for a term of at least three years but not exceeding five years.
- (d) Any such agreement shall be effective only after approval by the state board of education.
- (e) Any such agreement shall be subject to change or termination by the legislature.
- (f) The separate legal entity established under any such agreement shall be considered and shall have the powers and duties of a unified school district for the following purposes:
 - (1) Employer-employee relations, including the adoption of a resolution for affiliation with the Kansas public employees' retirement system provided for in K.S.A. 74-4929, and amendments thereto, old-age and survivors insurance coverage provided for in article 23 of chapter 40 of Kansas Statutes Annotated, compensation, the continuing contract law, due process procedures and professional negotiation provided for in article 54 of chapter 72 of Kansas Statutes Annotated;
 - (2) the requirements of the cash-basis law provided for in article 11 of chapter 10 of Kansas Statutes Annotated;
 - (3) receiving, budgeting for and expending state and federal funds except for any distributions made under the provisions of the school district equalization act and any monies received under the provisions of 20 U.S.C.A. 238 and 239 title 1 of P.L. 8740.

regional
administrative
provisions
special purpose districts
LEAs

regional
administrative
provisions
LEAs

program components
in-service training
special purpose districts

regional
administrative
provisions
federal
funding
State Board
Legislature

19. In the event any such agreement is renegotiated upon the partial or complete termination of such agreement, the resulting legal entity thereby established shall assume and be the successor in every way to the powers, duties, functions and obligations of the previous legal entity established under the prior agreement.

1975, ch. 75, Art. 2

Implementation Legislation

A dozen states have provided for the implementation of career education as a specific, independent program. Again, there are wide variations in the legislation — some laws leave wide discretion to the state education agency, others are more detailed. Then, too, funding levels (which are seldom included in the legislation) greatly affect the overall implementation effort and are a critical variable in determining the impact of the legislation. Thus, while the laws included here cannot be ranked in terms of their overall effectiveness, they do provide a variety of models and a wide range of legislative provisions that can be considered by other states.

The laws included in this chapter range from short legislative mandates (i.e., New Jersey) to highly structured, carefully articulated approaches to implementing career education. Most are "permissive" in that school districts are not required to infuse career education into the educational curricula or to undertake career education implementation activities. In Iowa and Michigan, however, career education is mandated.

Arizona

Career Education Program

15-1199. Programs of Career Education.

A. State career education assistance is payable for the following programs:

1. Increasing high school career education enrollment.
2. Making career testing and counseling available to each common and high school pupil.
3. Obtaining, preparing and maintaining reading material, films, tapes and other equipment for the purpose of giving each child an orientation to the world of work through common school classes and availability to common and high school pupils.
4. Retraining common school teachers and counselors for the career orientation of pupils to the world of work.
5. Providing for teachers and a curriculum for common school districts instituting a course in orientation to the world of work for grades 7, 8 and 9.
6. Providing additional teacher coordinators to implement and coordinate on-the-job work experience for additional pupil-trainees and if necessary provide transportation for such pupils.
7. Employing persons to coordinate apprenticeship related training for registered apprenticeship programs.
8. Providing each county with the means to conduct workshops for all common and high school districts within the county.

B. State career assistance shall also provide for an organized statewide program of public information and community involvement for parents in the merits of career education.

program
components
resource centers
in-service training
local
coordinators

public
information
public
involvement

C Workshops and other appropriate educational activities may be authorized and financed under any relevant program under this section

parent
involvement
program
components

15-1199 01 Career education powers and duties of state board

state
guidelines
certification
application for
funds
State Board

A The state board of education shall:

- (1) Establish standards and qualification requirements for school district and county career education program objectives.
- (2) Review the proposed program objectives of each school district and county as to the conformity to prescribed standards and qualifications, appropriateness of priorities, workability of procedures and overall value.
- (3) Approve or disapprove program objectives, with approval being subject to finding availability.
- (4) Prescribe standards for the certification of career education teachers and for the necessary career education competence of counselors.

B The state board of education may promulgate all rules and regulations necessary to the operation of this article.

15-1199 02 Career Education powers and duties of superintendent The superintendent of public instruction shall:

application for
funds
evaluation
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SEA
State Board

(1) Prepare and distribute all necessary forms for application by any school districts or counties for state career assistance to a district or county career education program

(2) Allocate monies from appropriations made to the department for state career education assistance to school district or county career education programs approved by the state board with priority based on the date of board approval

(3) Review the operation of all career education programs which receive state assistance to determine compliance with the provisions of this article and the state board standards and qualifications and the proposed program objective as submitted to and approved by the state board.

(4) Suspend allocations of state career education assistance otherwise payable to any approved county or district program based on the review required under paragraph 3 and a finding of failure to comply with standards, qualifications or program objectives

Article 9, Ch. 11

Colorado

Career Education

22-8-101 Short title. This article shall be known and may be cited as the "Career Education Act "

statement of
purpose
postsecondary
implementation
teacher
preparation
implementation
(K-12)

22-8-102 Legislative declaration The general assembly, recognizing the obligation of the state of Colorado to provide educational opportunities to all persons which will enable them to lead fulfilling and productive lives and recognizing the necessity to design the educational process so as to prepare each individual to live a rewarding and productive life, declares that the purpose of this article is to provide assistance in the implementation of career education concepts in the curricula of all school districts, community colleges, and higher education institutions primarily with respect to teacher education programs in the state.

22-8-103 Definitions As used in this article, unless the context otherwise requires:

definition

(1) "Career education" means a systematic, comprehensive, and continual learning process from kindergarten through post high school designed to assist each individual to assess rewarding career choices.

(2) "Career education concept" means the utilization of classroom curricula and community resources to provide students with a continual learning process that involves awareness, exploration, and pursuit of and preparation for life roles and careers.

(3) "School district" means a school district organized and existing pursuant to law, including junior or community colleges.

(4) "State board" means the state board of education.

22-8-104 Executive committee - duties: (1) There is hereby created an executive committee, which shall consist of the commissioner of education, the executive director of the Colorado commission on higher education, the director of occupational education and the director of community and technical colleges of the state board for community colleges and occupational education, and one classroom teacher involved in a career education program or one specialist involved in a career education program, which members shall be jointly responsible for:

(a) submitting recommendations for the position of state coordinator to the state board; (b) submitting recommendations to the state board for the implementation of various career education concepts, and (c) such other duties as may be necessary to carry out the purpose of this article.

22-8-105 State board of education - duties

(1) The state board, after consideration of recommendations submitted by the executive committee, shall:

(a) Approve an annual budget following review and recommendation by the executive committee;

(b) Adopt reasonable rules and regulations for the implementation of this article;

(c) Appoint a state coordinator for career education, which position is hereby created, define the responsibilities and duties of the state coordinator, and appoint the necessary staff to assist in the carrying out of his duties;

(d) Prepare an annual progress report for the general assembly no later than January 1 of each year. The report shall include data regarding the effectiveness of career education concepts utilized in each given year.

(e) Administer and expend all moneys appropriated for career education upon recommendation by the executive committee;

(f) Through a selective procedure, provide for the establishment of a statewide career education resource team composed of those teachers, counselors, and administrators who have effectively utilized career education concepts in their teaching, counseling, or administrative experience. The state resource team shall aid state institutions of higher education, school districts, and teachers in the implementing of career education concepts in their respective curricula.

(g) Provide for the establishment of a state resource center which will aid in providing resource materials for career education activities in the classroom and community and which will further the integration of career education in classroom curricula.

state
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state
coordinator
State Board

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administrative
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planning
evaluation
inservice training
resource centers
resource team
postsecondary
implementation
State Board

22-8-106 State advisory council - composition

1.

a. There is hereby created the state advisory council for career education, consisting of twenty-three members to be appointed by the governor, with the state coordinator for career education serving as the executive secretary to the council.

b. In determining council membership, geographic, economic, educational, social, occupational, and racial representation shall be factors considered.

c. The executive committee shall submit recommendations to the governor for fifteen of the council positions.

d. Four members shall be from the general assembly, two from the house education committee, and two from the senate education committee.

e. The governor shall appoint four members-at-large.

2. Eleven of the initial members shall be designated to serve two-year terms, and twelve of the initial members shall serve three-year terms; thereafter, succeeding appointments shall be made only for two-year terms.

3. New appointments or reappointments shall be made prior to July 1 of each year; such members shall take office at the first meeting after July 1. The council shall elect a chairman from among its members within sixty days after July 1 of each year.

4. Members shall receive no compensation for their services but shall be reimbursed for their actual and necessary expenses incurred in the performance of their duties on the council.

5. The council shall meet at the call of the chairman, but not less than six times during each calendar year. Twelve members of the council shall constitute a quorum.

22-8-107 Duties of the state advisory council

1. The duties of the state advisory council shall be:

a. To stimulate and encourage throughout the state the establishment and promotion of local career education advisory councils.

b. To assist the communities and organizations within the state in organizing and creating their own career education advisory councils.

c. To advise the executive committee on changes desired in career education and to identify needs for the funding, evaluation, and implementation of new concepts for career education.

22-8-108 Standards for eligibility. Prior to being eligible for receiving funds for career education, each school, group of schools, or board of cooperative services shall submit a career education implementation proposal plan to the state coordinator for executive committee and state board approval.

Article 8

Connecticut

An act concerning Career and Vocational Education
Plans and Incentive Grants

Be it enacted by the Senate and House of Representatives in General Assembly convened:

Section 1. Each local and regional board of education, with participation by representatives of labor, business, industry and the community, shall develop and submit to the state board of

state
advisory council
coordinator
Governor
Legislator

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advisory council
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coordinator
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local/regional
public involvement
planning

- education a statement of policy for career and vocational education and and a plan of action to implement such policy. Two or more boards of education may jointly submit such statement of policy and plan of action. The state board of education shall review and approve each such policy and plan in accordance with guidelines established by said board.

Section 2.

a. Each local or regional board of education, or two or more boards of education acting jointly, which submits a statement of policy and plan of action approved in accordance with section 1 of this act, may apply to the state board of education for and shall receive an incentive grant for purposes of providing improved and increased career and vocational education opportunities.

b. Such grant shall be in an amount equal to the product obtained by multiplying the total appropriation available for purposes of subsection (a) of this section by the ratio which the number of public school pupils enrolled in the applicant school district or districts in kindergarten through grade twelve bears to the total number of such pupils enrolled in public schools statewide, provided the grant to any board or boards of education shall in no event be less than one thousand dollars.

c. The state board of education may redistribute any funds appropriated for any fiscal year for the purposes of this act for which application has not been made by January first of such year and said board may also redistribute funds it and to the extent that any local or regional board of education certifies to said board that funds granted pursuant to an approved application will not be expended. Funds shall be redistributed in such manner as the state board of education prescribes.

Section 3. Each local and regional board of education, of two or more boards of education acting jointly, which receives funds pursuant to section 2 of this act shall annually develop, with participation by representatives of labor, business, industry and the community, and submit to the state board of education a progress report which includes (1) measures taken to improve and increase career and vocational education opportunities and (2) certification that funds received pursuant to section 2 of this act were expended for the purposes specified.

Section 4. The state board of education may expend for administrative costs incurred in carrying out the purposes of this act not more than two percent of state funds appropriated to said board for the purposes of section 2 of this act.

Section 5. This act shall take effect July 1, 1978.

Public Act No. 78-220

Georgia

(2-611a) Career, occupational and vocational education

(a) The state board of education shall maintain a comprehensive program of career, occupational and vocational education. The purpose of this program shall be to provide occupational training and retraining to meet the needs of individual citizens and the manpower needs of business and industry within the state. This program shall be designed to prepare individuals for gainful employment, including homemaking, as semiskilled or skilled workers or technicians or subprofessionals in recognized occupations and in new and emerging occupations and to prepare

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schools
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occupational
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State Board

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purposes
State Board

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vocational education
programs
vocational training
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individuals for enrollment in advanced technical education programs. This program shall provide for vocational guidance and counseling, instruction related to the occupation or occupations for which the student is in training and instruction necessary for students to benefit from such training. Activities related thereto may include, but shall not be limited to, vocational youth clubs, job placement and followup, leadership development, staff travel, student transportation, staff training and development, research, development and demonstration, special programs for handicapped, disadvantaged and gifted.

b. Any other section of this act notwithstanding, the state board shall annually determine the amount of funds needed to provide career, occupational and vocational education programs for in-school youth and for out-of-school youth and adults and shall annually request the General Assembly to make such appropriations as are needed. The state board of education is hereby authorized and empowered as the sole state agency to receive federal funds allotted to Georgia under the Vocational Education Act or other Acts of Congress appropriating federal funds for career, occupational or vocational education or for career, occupational and vocational education.

c. The provisions of any other section of this act notwithstanding, the state board of education is hereby authorized to provide funds to local units of administration and to other state and local agencies to be used for career, occupational and vocational education programs.

d. The provisions of any other section of this act notwithstanding, the state board of education may adopt such salary and salary supplement schedules deemed necessary to carry out the provisions of subsection (c) hereof and shall establish policies, regulations and standards relating to and necessary for the implementation of this section.

Georgia
State Board

Georgia
State Board

Adequate Program for Education in Georgia Act

Iowa

Career education. The board of directors of each local public school district and the authorities in charge of each public school shall incorporate into the educational program the total concept of career education to enable students to become familiar with the values of a work-oriented society. Curricular and cocurricular teacher learning experiences from the prekindergarten level through grade twelve shall be provided for all students currently enrolled in order to develop an understanding that employment may be meaningful and satisfying. However, career education does not mean a separate vocational technical program is required. A vocational technical program includes units or partial units in subjects which have as their purpose to equip students with marketable skills.

Essential elements in career education shall include, but not be limited to:

1. Awareness of self in relation to others and the needs of society.
2. Exploration of employment opportunities and experience in personal decision making.
3. Experiences which will help students to integrate work values and work skills into their lives.

Section 280.9, Ch 280

IEA

Kentucky

158.505 – Definitions – As adopted KRS 158.510 to 158.545, across the context, the law is interpreted:

1. Department means the state department of education;
2. Competencies means the possession of skills, knowledge, and information to the degree they can be demonstrated;
3. Career readiness means that life-centered educational process through which students are presented with information, activities, and guidance in the areas of basic writing and academic skill development, self and career awareness, occupational exploration and orientation, and preparation for career decision-making designed to:
 - a. Increase the relationship between school and career readiness;
 - b. Provide opportunities for career exploration and career development;
 - c. Reduce the negative impact of the current unemployment rate on the interest of persons in obtaining further education;
 - d. Expand the concept of the education process beyond the school into the arena of employment and the community;
 - e. Foster flexibility in attitudes, skills and knowledge in order to enable persons to cope with accelerating change and obsolescence;
 - f. Make education more relevant to employment and functioning in society; and
 - g. Clarify the distinction between education for vocational purposes and general or academic education.

Purpose – It is the intent of the general assembly in enacting this legislation to emphasize the right of each student in the public schools of this state to obtain the basic knowledge and learning skills necessary for life preparation as the first priority of public education. It is further the intent of the general assembly to provide each student in the public schools with the opportunity to avail himself of those programs and services appropriate to his educational needs in the areas of basic academic and learning skill development, career awareness, exploration, and orientation leading to the ability to make informed career choices, acquiring the knowledge and understanding necessary to cope with life situations, and enabling continued personal education and enrichment through learning experiences designed to prepare each student with skills necessary for pursuing continued personal interests.

158.510 – Administration – Rules and regulations. The department of education shall administer the provisions of KRS 158.510 to 158.545 pursuant to regulations adopted by the state board of education upon recommendation of the superintendent of public instruction. In administering KRS 158.510 to 158.545, the department shall take into consideration the advice and counsel of the secretary for education and the arts, the secretary for human resources, and the secretary for consumer protection and regulation, or their designated representatives, and any other representative of a related agency or body deemed appropriate by the state board of education, including, but not limited to, representatives of professional educators, parents, guidance personnel active in the conduct of the schools, and members of the business community, as well as representatives of students

Approved by the
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and the
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State Board
of Education

participating in career education, and persons representative of the various regions of the state including both rural and urban residents.

158.520. Curriculum — Areas included.

(1) Career education shall be conducted in the elementary, secondary, post-secondary, and adult education programs administered by the department of education under authority of the state board of education as a process incorporated into the total curriculum and in conjunction with courses in any appropriate area of study.

*implementation (K-12)
postsecondary
implementation
State Board*

(2) Career education shall include, but not be limited to, the areas of:

program components

(a) Personal development, including the development of competencies necessary to acquire basic learning skills; communicate; compute using the basic processes; acquire knowledge and skills through continued learning; make informed decisions relating to career and life development; apply acquired knowledge and skills to real-life situations; pursue personal interests and enrichment; and obtain and apply knowledge of physical fitness, nutrition, and mental health to life-long personal health maintenance;

(b) Career and occupational awareness, including information, activities and guidance procedures of the career education concept designed to develop the understanding and ability necessary to make career choices, to cope with the changing economic and occupational environment, and to develop occupational and educational competencies necessary for employment and continued education;

(c) Economic understanding, including knowledge of economic systems, information on tax structures and obligations, understanding of personal and family money management, and the competencies required for the application of such knowledge and understanding to consumer practices;

(d) Citizenship, including the rights and responsibilities of citizenship in the community, state, nation, and world social and political orders;

(e) Family life, including information and activities designed to develop an understanding of the role of the individual in family life, the rights and responsibilities incumbent upon each role participant, the responsibilities and duties of marriage and parenthood, and the theories and practices of child rearing and early childhood development, and

(f) Human relations, including knowledge of the relationship of the individual to his social, cultural, natural, and political environments, and understanding of the worth and dignity of other people, and the skills and understanding required in developing an ability to work with and relate to other individuals and groups, and an appreciation of the historical and cultural heritage and values of his environment and that of others.

(3) Career education shall be sequential in nature and suited to meet the needs of the students at their respective grade levels.

158.525. Development of program — Functions of department. The department shall develop a comprehensive statewide program of career education by assuming the following functions:

*state-
technical assistance
inservice training*

- (1) Assist in the development and dissemination of model curricula in career education for the public schools, in conjunction with the programs of local boards of education and the institutions of higher education responsible for teacher education;
- (2) Identify and disseminate information relating to innovative teaching methods for instruction in career education;
- (3) Assist local school districts in conducting teacher in-service education programs on career education based on a training program developed by the department;
- (4) Assist teacher education institutions in the development of a program designed to prepare teachers to utilize the theories and methods required of a program of career education;
- (5) Provide funding for teacher in-service education programs when so requested by local school districts as provided in KRS 158.545; and
- (6) Assist in the design and implementation of career education guidance programs and services deemed appropriate by the department.

postsecondary -
teacher preparation
LEA
SEA

158.530 Policy of local school district. The governing board of each local school district shall adopt a policy regarding career education by resolution in accordance with the guidelines and regulations approved by the state board of education, and consistent with the provisions of KRS 158.510 to 158.545, specifying among other things the curriculum or program to be utilized in career education, provisions for teacher in-service education, assistance to teachers and guidance personnel in implementation of such program, and the procedures by which parents, community members, and others may provide input to the program.

state -
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implementation (K-12)
parent involvement
public involvement
inservice training
State Board
LEA

158.535. Assistance from persons outside school system permitted. Nothing in KRS 158.510 to 158.545 shall be interpreted as prohibiting any local school district, superintendent, principal, teacher or counselor from inviting qualified persons in the areas of career education from outside the school system to assist the teacher or counselor in classroom programs or to present programs to all or any part of the student body in a manner consistent with policy and regulation of the local board of education, the state board of education, and the provisions of KRS 158.510 to 158.545.

158.540. Implementation of KRS 158.510 to 158.545. To assure effective implementation of KRS 158.510 to 158.545, the department shall upon passage, institute planning, research, employment of appropriate personnel, and program implementation, and shall develop and submit to the governor, the legislative research commission, and the state board of education a comprehensive plan for achieving the priorities and programs set forth in KRS 158.510 and 158.520. Such plan shall include, but not be limited to, the curriculum areas involved in the program; the method by which the program is to be presented in the public schools; procedures for development of model curricula, assisting in providing teacher in-service education and guidance services, and cooperative arrangements established for such purposes with local school districts and institutions of higher education responsible for teacher education.

state -
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teacher preparation
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158.545 Application by school district for funding — Grants.

- (1) Each local school district desiring to receive funding for career education programs and teacher in-service

application for funds
local -
planning
evaluation

training shall make application to the department for such funds. Each district application shall include, but not be limited to, a description of the career education program to be implemented including an evaluation design, the number of students in the district who will be participating in the program, and the number of teachers who will be participating in in-service training. The department may provide that additional information, if required in determining grants to local school districts, be included in such application.

(2) Each local school district desiring to receive funding under the provisions of this section shall make application, as provided in subsection (1) of this section, to the department no later than July 1 of the year in which career education is to be implemented in the educational program of the district.

(3) Of the total funds appropriated to carry out the provisions of KRS 158.510 to 158.545, the state department of education shall retain no more than two and one half per cent (2½%) for administration services.

(4) Grants to local school districts shall be made in amounts proportionate to the number of teachers requiring in-service training and the number of students who will participate in the program under guidelines established by the department.

158.550. Title KRS 158.505 to 158.545 shall be known as "The Career Education Act of 1976."

Enact. Acts 1976, ch. 58, article 1

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inservice training
state -
administrative
provisions
funding
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SEA

Louisiana

... to provide for a coordinated comprehensive state-wide system of career education from the kindergarten to elementary-secondary school level through the postsecondary level including the vocational-technical school level and into the higher education level, and to implement the system of providing for the facilities, the personnel, administration, organization, finance, budgeting of funds and for functions of the system and matters relating to all of the foregoing... be it enacted by the legislature of Louisiana:

statement of purpose
implementation (K-12)
postsecondary
implementation

Section 1. The heading of Chapter 9 of Title 17 of the Louisiana Revised Statutes of 1950 is hereby changed to "Career Education and Rehabilitation."

Part I. Career Education

1991. Definitions. As used in this part, unless otherwise clearly indicated, the following terms have the meanings ascribed below:

- (1) "Board" means the state board of education or its successor;
- (2) "Department" means the state department of education or its successor;
- (3) "Superintendent of Education" means the state superintendent of education or his successor.

1992. Duties of the board and department to establish and implement career education. The board and the department shall plan, develop and provide a coordinated, comprehensive program of career education to encourage and to promote the acquisition of skills for earning a living together with basic academic skills and to develop the potentials of students into abilities that will enable them to be as self-sufficient as their talents permit, to function effectively in society and to live

state -
planning
State Board
SEA

meaningful, enjoyable lives; provided, however, that every student enrolled in elementary or secondary school shall be required to pursue the basic academic curricula that shall be provided in all such schools as a condition precedent to the awarding of a diploma and the graduating from such schools. Nothing herein contained shall prevent the offering of a comprehensive program of electives.

1993. Implementation of career education by board and department. To accomplish the goals set forth in Section 1992, the board in cooperation with other educational institutions and the department shall implement career education by planning, executing and administering plans for, but not limited to, the following:

- (1) The development of professional skills in career education by preservice training of teachers and counselors and by inservice training of teachers, counselors, administrators and supportive service personnel for which the board may utilize personnel and facilities of the institutions of higher learning that are under its jurisdiction, and may participate in cooperative programs for the same purpose with other institutions of higher learning.
- (2) Allocation of vocational-technical teachers throughout the various levels and throughout the system of career education.
- (3) Writing or revising the handbook for school administration.
- (5) Printing of curricula and printing of guidelines therefor.
- (6) Higher levels of training for career students at the institutions of higher learning, including one and two-year certificate and associate degree programs in technical and paraprofessional fields of study.

1994. Regional coordination and planning of postsecondary vocational-technical education. Regions are hereby created for purposes of administration, coordination and planning of programs and functions of postsecondary vocational-technical education schools, consisting of the following parishes. (A listing of eight regions is included in the legislation.)

1995. Regional administration. All postsecondary vocational-technical schools shall be under the control of the board, which shall adopt policies governing the schools. The board's policies shall be executed and administered by the department.

Under the direction of the state superintendent of public education, the bureau of vocational education of the state department of education shall provide leadership and supervision of the postsecondary vocational-technical schools.

A. For each region, the board shall create and employ a director for a regional center which shall be the administrative unit for the postsecondary vocational-technical schools in the region and shall coordinate the functions of these schools as they relate to career education. The director may employ such staff for the regional center as may be necessary. Subject to the control of the board, the regional center shall administer the following:

- (1) Regional fiscal matters
- (2) Personnel matters, including the selection of a director of each of the schools of the region
- (3) Buildings and maintenance
- (4) Reporting and data collection
- (5) Coordination of instruction
- (6) Such other duties as may be prescribed by the board or department.

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inservice training
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special purpose districts
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guidelines
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B. After consultation with the advisory councils and consultation with directors of schools in the region, each regional center shall submit to the board an annual budget for all of the schools under the administration of the regional center.

C. The director of the regional center shall be responsible for the general effectiveness of the regional, area and branch schools of the region.

1996. Racial segregation prohibited; personnel.

A. The department shall operate the vocational-technical facilities on a racially nonsegregated policy; making full utilization and employment of professionals presently employed at their present level of employment and with all rights and privileges thereto appertaining.

B. The board shall establish nonracial objective criteria for the employment, promotion, dismissals and/or demotions of all personnel.

1997. Open door policy; state-wide service. The vocational-technical schools shall be operated under an open door policy and shall serve persons on an equal priority basis, including but not limited to, adults, veterans, high school students, persons who have dropped out of high school and minority ethnic groups. Persons meeting board requirements with respect to age shall be free to enroll in any school in the state and there shall not be any geographic barriers to enrollment.

1998. Advisory councils. The board, upon recommendations by regional directors and directors of postsecondary vocational-technical schools may appoint advisory councils on career education who shall serve without pay. Such councils shall be representative of employee, employer, educational and public interests and ethnic minorities. Each council shall be limited to fifteen members.

Note: The remainder of the legislation is concerned with the establishment of facilities, such as, for example, area schools, and services (transportation, etc.), and is not generally applicable to other states.

Senate Bill No.65, CH.17

Michigan

An act to promote the planning and development of career education programs; to create a state career education advisory commission and local career education planning district councils and to prescribe their powers and duties; and to prescribe the powers and duties of certain state departments and agencies. The people of the state of Michigan enact:

Section 1. This act shall be known and may be cited as the "career education act."

Section 2. As used in this act:

(a) "Career education" means programs for K-12 students designed to create career awareness, orientation, exploration, planning, preparation, and placement, to maximize career options available, and to provide comprehensive career development. In addition, "career education" shall provide for the full development of students to gain maximum self-development and fulfillment from career preparation and choice, and to maximize the capabilities of students to explore, analyze, prepare for, gain entry to, and succeed in career choices.

(b) "Career education planning district" means a group of local educational agencies, including local school districts

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advisory council

definition

regional
special purpose districts

and intermediate school districts, in geographic proximity to each other and organized to increase cooperation and articulation between local educational agencies as they plan to implement a career education program.

(c) "Local educational agency" means local school districts and intermediate school districts and their boards.

Section 3 The career education advisory commission, hereafter called the commission, is created in the department of education. The commission consists of 20 members of which not more than one-half shall represent the education profession. The members shall be appointed by the state board of education for terms of two years, except that of the members first appointed, ten members shall be appointed for one year and ten for two years. The state superintendent of public instruction or his designated agent shall be a nonvoting, ex officio member and shall serve as chairman. The commission membership shall include representatives of labor, business or industry, a noneducational state governmental agency, local and intermediate school board members and administrators, a community college district, a four-year college or university, a neighborhood education authority, the state advisory council for vocational education, parents, teachers, counselors, and students.

Section 4 (1) The commission shall evaluate current state, regional, and local efforts toward career education and shall submit to the state board of education its findings.

(2) The commission shall recommend to the board guidelines and performance objectives for a comprehensive career education program.

Section 5 (1) The state board of education shall recommend statewide guidelines and goals for a comprehensive career education program not later than nine months after the effective date of this act.

(2) The board in consultation with the commission and teacher training institutions shall develop a plan for professional personnel development to assure successful implementation of career education in all local educational agencies. The professional personnel development plan shall provide for the systematic development of all professional personnel at both the preservice and inservice levels and the criteria for assessing the performance of these professional personnel.

Section 6. (1) The state shall be divided by the state board of education into career education planning districts. A planning district shall be structured to increase communication, cooperation, and planning among its member educational agencies and to coordinate and promote career education programs in the district. The number and boundaries of career education planning districts shall initially be as established on January 1, 1974, and be reviewed annually by the state board of education based upon criteria to include the following:

- (a) Existing intermediate school districts.
- (b) Geographical proximity of local educational agencies to one another.
- (c) Student enrollment.
- (d) Compatibility with service-area boundaries of local educational agencies.

(2) A planning district shall be served by a career education planning district council whose membership shall be recommended by local educational agencies within the district and selected on or before January 1, 1975, by the intermediate boards of education in which they are con-

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public involvement
parent involvement

stituent. Membership shall not exceed 20, of which not more than one half shall represent the education profession, and shall include representatives of local and intermediate board members and administrators, the arts, business or industry, a labor organization or manpower agency, parents, teachers, counselors, and students. All other local educational agencies shall be represented as nonvoting, ex officio members on the council serving their area of the state. A career education planning district council shall develop annually, beginning September 1, 1975, a comprehensive, cohesive, and well-coordinated career education plan, utilizing the guidelines recommended by the state board of education.

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State Board

Section 7. Beginning with the 1975-1976 school year each local educational agency shall have a comprehensive career education plan and shall establish performance objectives. Each local educational agency shall annually thereafter evaluate and make recommendations for its comprehensive career education program utilizing guidelines and goals recommended by the state board of education, the planning district's plan, and the local educational agency's performance objectives and plan.

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Section 8. The department of education, in cooperation with other agencies, shall periodically compile and make available to career education planning districts and local educational agencies information pertaining to current and future job opportunities.

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Legislature

Section 9. The department of education shall provide to the legislature and the governor by February 1, 1975, an estimate of the cost of implementing a comprehensive career education plan for the state.

This act is ordered to take immediate effect.

Public Acts of 1974
Act No. 97

Mississippi

An act to authorize the establishment of a career education program in the public schools. Be it enacted by the legislature of the state of Mississippi:

Section 1. The state department of education is hereby designated as the state agency responsible for the administration and supervision of the career education concept as an educational innovation in the state of Mississippi. It is the intent of the legislature that all funds made available to the state of Mississippi, for the purpose of enhancing career education, be administered by the state department of education.

state
administrative
procedures
SEA

Section 2. Pursuant to the provisions of Section 1 of this act, the state department of education is hereby authorized to establish an office of career education within the framework of the state department of education for the purpose of developing standards, procedures and criteria for the administration and supervision of a statewide program of career education in grades one through twelve. The state department of education, through the office of career education, shall assume the further responsibility for promoting a statewide effort designed to prepare local school facilities and staffs to incorporate the career education concept into their local educational programs.

state
administrative
procedures
guidelines
implementation (K-12)
office of career education
SEA
LEA

Section 3. Pursuant to the provisions of Sections one and two of this act, the state department of education is hereby authorized to provide for the services of a state coordinator of career

state
coordinator
interagency linkages

education and such other professional and nonprofessional staff as may be needed and as funds available to the department will permit. It shall be the responsibility of the state coordinator of career education to coordinate efforts of the personnel of the state department of education, the state's colleges and universities, local public schools and other appropriate agencies to provide the services embraced by this act. The state department of education and the state coordinator of career education will be responsible for the development of teacher education courses, both at the graduate and undergraduate levels, designed to familiarize teachers and prospective teachers with the career education concept and its application to their roles as teachers and prospective teachers. The state colleges and universities will consult and cooperate with the state department of education and state coordinator of career education in the development of these courses and in the responsibilities under this act.

Section 4. In addition to all other authority, duties and powers the governing boards of the several school districts of this state may now have, each is hereby authorized and empowered to adopt plans for the implementation of a career education program as the same best suits the needs thereof and thereby to orient its system to the field of work. In so doing, the governing board shall operate within its regular budget, without the employment of additional personnel and out of any available funds, federal, state, local or private.

Nothing in this act shall be so construed as to prohibit the acceptance of contributions from the private business sector or cooperation therewith, including but not limited to seminars, tours, lectures and inservice training.

There will be cooperation between the state department of education, the state coordinator of career education and the governing boards of the several school districts in implementing this program as it best suits the needs of the individual districts.

Provided, further, the Commission on School Accreditation shall encourage the development of plans of career education and the implementation thereof, and shall be authorized to accredit same.

Section 5. This act shall take effect and be in force from and after its passage.

Chapter 394
Senate Bill No. 2629

New Jersey

Career Development Program

That the commissioner of education and the state board of education shall have the authority and responsibility under this act to establish and operate a Career Development Program comprised of pilot vocational education projects.

Laws of 1970 Ch. 230
18A:35-4.2

Utah

Each school district shall receive its proportionate share of 1,204 units based upon... (the legislation includes provisions dealing with the allocation of state aid to school districts).

Each district may use its proportionate share of the units computed in accordance with the provisions of this subsection, in

postsecondary
teacher preparation
inservice training
SEA

local
planning
funding
federal
funding
state
funding
LEAs

private contributions

accreditation

implementation (K-12)
CSSO

state
funding
LEAs

state
guidelines
State Board

any one or all of the programs enumerated herein. Whenever a district chooses to spend money in a program enumerated in this subsection, it shall observe all standards promulgated by the state board of education for that program and the following specific requirements:

(c) Funds spent for career education shall be used to infuse career education into the school program and to encourage joint endeavors between school districts and the Utah career-oriented community.

*implementation (K-12)
public involvement*

Note: Parts (a) and (b) of the legislation contain provisions for community education and compensatory education programs respectively.

H. B. No. 108

Abbreviations and Acronyms

CSSO — chief state school officer
K-12 — kindergarten through grade 12
LEA — local education agency
SEA — state education agency
State Board — state board of education

Education Reform Legislation

There are three states that have tied career education to programs of educational reform: California, Virginia and Washington. In all three states career education has been viewed as one of several approaches to improving the educational process.

In California, career education is one of several required components of "school improvement plans." The following provisions have been excerpted:

Improvement of Elementary and Secondary Education

Article 1 General The legislature declares its intent to encourage improvement of California elementary, intermediate, and secondary schools to ensure that all schools can respond in a timely and effective manner to the educational, personal, and career needs of every pupil. The legislature is committed to the belief that schools should:

- (a) Recognize that each pupil is a unique human being to be encouraged and assisted to learn, grow, and develop in his or her own manner to become a contributing and responsible member of society
- (b) Assure that pupils achieve proficiency in mathematics and in the use of the English language, including reading, writing, speaking, and listening.
- (c) Provide pupils opportunities to develop skills, knowledge, awareness, and appreciations in a wide variety of other aspects of the curriculum, such as arts and humanities; physical, natural, and social sciences; physical, emotional, and mental health; consumer economics; and career education.
- (d) Assist pupils to develop esteem of self and others, personal and social responsibility, critical thinking, and independent information
- (e) Provide a range of alternatives in instructional settings and formats to respond adequately to the different ways individual pupils learn
- (f) Maintain a schoolwide process for the involvement of parents broadly reflective of the socioeconomic composition of the school attendance area, principals, teachers, other school personnel, pupils attending secondary schools, and the members of the community in the development of school improvement plans.

A fourth state, New Jersey, should also be mentioned in this context. In 1975, after a New Jersey supreme court decision finding the state system of education finance unconstitutional, the legislature enacted sweeping reform legislation, the Public School Education Act of 1975. According to the law, the goal of free public schools is as follows:

The goal of a thorough and efficient system of free public schools shall be to provide to all children in New Jersey, regardless of socioeconomic status or geographic location, the educational opportunity which will prepare them to function politically, economically and socially in a democratic society.

Sec. 18A:7A-4, Art. II
Subtitle 4A, Ch. 212

According to the 1978 New Jersey State Plan for Career Education, the administrative provisions developed to implement the law (Title 6, Subtitle B, Ch. 8 of the New Jersey Administrative Code) require "utilization of career education concepts and strategies in meeting specified mandated goals," (for any local education agencies that must correct discrepancies between state goals and actual results at the local level). These provisions in the administrative code are described in the state plan as "the most important single mandate for career education implementation."

The legislature, by the provisions of this chapter, intends to support the efforts of each participating school to improve instruction, auxiliary services, school environment, and school organization to meet **the needs of pupils at that school**

Article 2 School Improvement Plans 52010 With the exception of subdivisions (a) and (b) of Section 52011, the provisions of this chapter shall apply only to school districts and schools which participate in school improvement programs authorized by this article. (The remainder of Article 2 provides for school improvement plans, providing for a council structure, planning activities, curricula, evaluation, etc.)

Assembly Bill No. 65

In 1977, the Virginia legislature enacted legislation concerned with basic learning skills, career preparation, special education, gifted and talented, personnel, teacher preparation, testing and measurement, accreditation, planning and public involvement and policy. The legislative provisions concerned with career education provide for a system of alternative education:

2. Career Preparation

A. The general assembly concludes that a goal of public education must be to enable each student, upon leaving school, to continue successfully a program of advanced education or to enter the world of work. Each school division shall, therefore, by September 1975, provide programs, approved by the board of education that offer

1. Career guidance to all secondary students,
2. Adequate preparation to secondary students planning to continue their education, and
3. Vocational education providing marketable skills for students who are not planning to continue their education beyond high school. Those students not completing their public school education should possess the basic skills and attitudes, commensurate with their capabilities, to obtain employment upon leaving school.

B. By June 30, 1977, each school division, in cooperation with the board of education, shall have a plan for alternative career education to provide instructional choices for parents and students. By September 1980, each school division shall have a program of alternative career education.

C. Students enrolled in alternative education programs approved by the board of education shall be counted in the average daily membership of the school division in which they would normally be enrolled. State funds received by a school division for students enrolled in alternative education programs shall be disbursed to the programs in proportion to the number of students actually enrolled therein, in accordance with guidelines established by the board of education and to the extent permitted by the Constitution and laws of Virginia.

Ch. 528

Also in 1977, the Washington legislature enacted the Washington Basic Education Act. The language related to career education is:

Section 1. This 1977 amendatory act shall be known and may be cited as "The Washington Basic Education Act of 1977." The program evolving from the Basic Education Act shall include (1) the goal of the school system as defined in Section 2 of this 1977 amendatory act, (2) those program requirements enumerated in section 3 of this 1977 amendatory act, and (3) the determination and distribution of state resources as defined in sections 4 and 5 of this 1977 amendatory act.

The requirements of the Basic Education Act are deemed by the legislature to comply with the requirements of Article IX, section 1 of the state Constitution, which states that "It is the paramount duty of the state to make ample provision for the education of all children residing within its borders, without distinction or preference on account of race, color, caste or sex," and are adopted pursuant to Article IX, section 2 of the state Constitution, which states that "The legislature shall provide for a general and uniform system of public schools."

Section 2 There is added to chapter 223, laws of 1969 ex. sess. and to chapter 28A 58 RCW a new section to read as follows:

The goal of the Basic Education Act for the schools of the state of Washington set forth in this 1977 amendatory act shall be to provide students with the opportunity to achieve those skills which are generally recognized as requisite to learning. Those skills shall include the ability:

- (1) To distinguish, interpret and make use of words, numbers and other symbols, including sound, colors, shapes and textures;
- (2) To organize words and other symbols into acceptable verbal and nonverbal forms of expression, and numbers into their appropriate functions;
- (3) To perform intellectual functions such as problem solving, decision making, goal setting, selecting, planning, predicting, experimenting, ordering and evaluating; and
- (4) To use various muscles necessary for coordinating physical and mental functions.

Section 3 There is added to chapter 223, laws of 1969 ex. sess. and to chapter 28A 58 RCW a new section to read as follows:

- (1) For the purposes of sections 3 through 5 of this 1977 amendatory act:
 - (a) The term "total program offering" shall mean those hours when students are provided the opportunity to engage in educational activity planned by and under the direction of school district staff, as directed by the administration and board of directors of the district, inclusive of intermissions for class changes and recess and exclusive of intermission for meals.
 - (b) "Instruction in work skills" shall include the instruction of industrial arts, home and family life education, business and office education, distributive education, agricultural education, health occupations education, vocational education, trade and industrial education, technical education and career education, and shall include career orientation.
- (2) Satisfaction of the basic education goal identified in section 2 of this 1977 amendatory act shall be considered to be implemented by the following program requirements:
 - (a) Each school district shall make available to students in kindergarten at least a total program offering of 450 hours. The program shall include reading, arithmetic, language skills and such other subjects and such activities as the school district shall determine to be appropriate for the education of the school district's students enrolled in such program.
 - (b) Each school district shall make available to students in grades one through three, at least a total program hour offering of 2,700 hours. A minimum of 95 percent of the total program hour offerings shall be in the basic skills areas of reading language arts, mathematics, social studies, science, music, art, health and physical education. The remaining five percent of the total program hour offerings may include foreign languages, or such subjects and activities as the school district shall determine to be appropriate for the

education of the school district's students in such grades.^V
(c) Each school district shall make available to students in grades four through six at least a total program hour offering of 2,970 hours. A minimum of 90 percent of the total program hour offerings shall be in the basic skills areas of reading, language arts, mathematics, social studies, science, music, art, health and physical education. A minimum of five percent of the total program hour offerings shall be in the area of work skills. The remaining five percent of the total program hour offerings may include foreign languages, or such subjects and activities as the school district shall determine to be appropriate for the education of the school district's students in such grades.

(d) Each school district shall make available to students in grades seven through eight, at least a total program hour offering of 1,980 hours. A minimum of 85 percent of the total program hour offerings shall be in the basic skills areas of reading, language arts, mathematics, social studies, science, music, art, health and physical education. A minimum of 10 percent shall be in the area of work skills. The remaining five percent of the total program hour offerings may include foreign languages, or such subjects and activities as the school district shall determine to be appropriate for the education of the school district's students in such grades.

(e) Each school district shall make available to students in grades nine through twelve at least a total program hour offering of 4,320 hours. A minimum of 60 percent of the total program hour offerings shall be in the basic skills areas of language arts, mathematics, social studies, science, music, art, health, and physical education. A minimum of 20 percent of the total program hour offerings shall be in the area of work skills. The remaining 20 percent of the total program hour offerings may include traffic safety, foreign language, or such subjects and activities as the school district shall determine to be appropriate for the education of the school district's students in such grades, with not less than one half thereof in basic skills and/or work skills.

Nothing contained in subsection (2) of this section shall be construed to require individual students to attend school for any particular number of hours per day or to take any particular courses.

Each school district's basic educational program shall be accessible to all students between the ages of five and 21 years of age and shall consist of a minimum of 180 school days per year in such grades as are conducted by a school district, and 180 half-days of instruction, or equivalent, in kindergarten. The state board of education pursuant to its authority in RCW 28A 04 120 and 28A 41 130, as now or hereafter amended, shall adopt the necessary rules and regulations to ensure program compliance with the provisions of this section.

Ch. 359 1st Ex.

Note: The remainder of the regulation is concerned with the provision of state aid to the

State-By-State Narratives

In order to gain a more coherent picture of the legislative picture in each of the 21 states that have enacted career education legislation, the following brief narratives are provided:

- Alabama** Alabama, a very active state in career education, has no legislation but does provide appropriations for career education as a line item in the budget of the state department of education.
- Arizona** Arizona enacted the first career education law in the country (1971). Article 9 of the Arizona Revised Statutes provides funds for a variety of career education programs including material development and teacher training. School districts or counties may apply for these funds to the state board of education. The law defines the powers and duties of both the state board of education and the superintendent of public instruction with respect to career education.
- Arkansas** In Arkansas, the legislature appropriates funds to the department of education for career education.
- California** Sec. 504 of the California Education Code is a single paragraph stating that the legislature recognizes, among other things, that it is the policy of the people of the State of California to provide an educational opportunity to every individual to the end that every student leaving school shall have the opportunity to prepare to enter the world of work.
- In addition, the California Career Guidance Center law, which was enacted in 1973, provides for the establishment of a career guidance center to serve as a regional resource.
- Equally, Ch. 6 of AB 65, California's massive education reform law that was enacted in 1977, contains provisions for "school improvement plans" in which career education is viewed as one of several options for improving the total educational offering of the schools.
- Colorado** In 1975, the Colorado legislature enacted the Career Education Act "to provide assistance in the implementation of career education concepts in the curricula of all school districts, community colleges, and higher education institutions primarily with respect to teacher education programs in this state." It contains provisions for the establishment of an executive committee, a career education resource team and a state advisory council, as well as defining the duties of the state board of education with respect to career education.
- Connecticut** In 1975, the Connecticut legislature enacted PA 75-422 requiring the state board of education, with the advice of a broadly representative council, to develop a five-year master plan for career and vocational education. As a result of this legislative mandate, a major study was undertaken and completed in February 1978.
- One of the newest career education laws was enacted by Connecticut during the 1978 session. The law, an "Act Concerning

Career and Vocational Education Plans and Incentive Grants" (PA 78-220) requires local or regional boards of education, either individually or jointly, to develop statements of policy concerning career and vocational education and a plan to implement that policy. The act authorizes payment of incentive grants to those boards whose plans are approved.

Florida

"Career education, elementary guidance counselors and occupational and placement specialists" are funded under Florida's Student Development Services law. Districts may, however, use these funds for other types of student services, such as psychological services, visiting teachers, social work services, etc.

Georgia

Sec. 32-611(a) of Georgia's education law (the Adequate Program of Education in Georgia law) provides for "Career, Occupational and Vocational Education." It requires the state board of education to maintain "a comprehensive program of career, occupational and vocational education."

Hawaii

In 1974, the Hawaii House of Representatives enacted HR 424 "requesting the University of Hawaii and the department of education to support career development in the public school system."

Indiana

In Indiana, the legislature enacted a concurrent resolution during the 1978 session "memorializing the Indiana department of public instruction to establish a method for implementation of career education and planning programs in the schools."

Iowa

Ch. 280 of the Iowa Code, "Uniform School Requirements," includes in its provisions the requirement that "the board of directors of each local public school district and the authorities in charge of each nonpublic school shall incorporate into the educational program the total concept of career education to enable students to become familiar with the values of a work-oriented society." The law clearly differentiates between a vocational educational offering and the implementation of the concept of career education. (Sec. 280-9).

Kansas

In the 1974 session, the Kansas legislature adopted Concurrent Resolution No. 82, "directing the state board of education to encourage, support and promote career education programs in Kansas school districts and directing the state board of regents to emphasize career awareness in teacher preparation programs."

In addition, also during the 1974 session, the legislature enacted "Interlocal Agreements" legislation enabling school districts to establish cooperative arrangements in order to provide special education, vocational education and/or career education programs.

Kentucky

Kentucky has enacted The Career Education Act of 1976, a major career education law. It is major in that it was backed with a \$2 million appropriation for its first year of implementation (1977-78) and in that it provides that career education "shall be conducted in the elementary, secondary, post-secondary and adult education programs administered by the department of education under authority of the state board of education as a process incorporated into the total curriculum and in conjunction with courses in any appropriate area of study." Districts that wish to receive funds under the law must develop career educa-

tion policies that are consistent with its provisions, specify the curriculum or program to be used, provisions for teacher inservice education, assistance to teachers and guidance personnel and the procedure by which parents, community members and others may participate in the program.

- Louisiana** Sections 17:1991-2006 of the Louisiana Revised Statutes provide that the state board of education and the state department of education are to "plan, develop and provide a coordinated, comprehensive program of career education to encourage and to promote the acquisition of skills for earning a living together with basic academic skills..." The powers and duties of the state board and the department of education are specified in the law.
- Michigan** In 1974, the Michigan legislature enacted the Career Education Act, PA 97. The law divides the state into career education planning districts and provides that, by 1975-76 each local education agency is to have a comprehensive career education plan. Unlike most career education statutes, the Michigan law mandates career education (rather than providing funds to districts that wish to establish career education programs). The law also establishes the Michigan Career Education Advisory Commission composed of 20 members at least half of which must be non-educators.
- Mississippi** Ch. 394 of the Mississippi code "authorizes and empowers" school districts "to adopt plans for the implementation of a career education program as the same best suits the needs thereof and thereby to orient its system to the field of work." The law also provides for the establishment of an office of career education within the state department of education.
- New Jersey** Ch. 230 of the laws of 1970 provides for the implementation of career development procedures. According to the 1978 New Jersey State Career Education Plan, the purpose of the legislation is to emphasize the combination of technical activities and academic curriculum that will help students, kindergarten through twelfth grade, develop self-awareness and an appreciation of work.
- ^a New Jersey's "School Education Act of 1975," Ch. 212, has led to further development of career education, through the law's provisions related to school improvement (and as developed in the New Jersey Administrative Code, Title 6, Subtitle B, Chapter 8).
- Ohio** The Ohio legislature provides funding for career education through the state plan for vocational education.
- Utah** Subsection 8 of Section 53-7-21 of the Utah Code provides funds for career education. Item (c) of Subsection 8 states that "funds spent for career education shall be used to infuse career education into the school program and to encourage joint endeavors between school districts and the Utah career-oriented society."
- Virginia** Sec. 2 of Ch. 528, which defines standards of quality for public schools, is concerned with career preparation. The law requires that by 1980, each school division shall have a program of alternate career education (that is, career education is viewed as an alternate program of education rather than an integral part of the general educational program.)

Washington

Ch. 359 of the Washington Education Code, the Basic Education Act of 1977, provides that schools must provide students with the opportunity to achieve skills that are necessary to future learning. In particular, a minimum percentage of total program hour offerings must be devoted to the development of work skills. The minimum percentage increases gradually, from five percent in grades 4-6, to over 20 percent in grades 9-12. "Work skills" are broadly defined to include industrial arts, home and family life education, business and office education, distributive education, agricultural education, vocational education, trade and industrial education, technical education and career education, and career orientation.

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Education Commission of the States

The Education Commission of the States is a nonprofit organization formed by interstate compact in 1966. Forty-six states, American Samoa, Puerto Rico and the Virgin Islands are now members. Its goal is to further a working relationship among governors, state legislators and educators for the improvement of education. This report is an outcome of one of many commission undertakings at all levels of education. The commission offices are located at Suite 300, 1860 Lincoln Street, Denver, Colorado 80295.

It is the policy of the Education Commission of the States to take affirmative action to prevent discrimination in its policies, programs and employment practices.